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ABSTRACT

The Key Stage 3 National Strategy and the National Association for the Teaching of English worked in partnership to provide this publication of a resource designed to support teachers of English. The resource consists of classroom materials for three short units of work in years 7, 8, and 9. These are intended to foster and develop independent reading at Key Stage 3. The lessons use active reading strategies to address specific objectives in the "Framework for Teaching English: Years 7, 8, and 9" through small group reading of fiction and drama texts. Detailed support material is provided on the Web for five texts in each of Years 7, 8, and 9. This consists of 11 group reading sessions per text, two of which involve teacher-guided sessions. The prime focus of each unit is to encourage pupils to engage in active and interactive reading and discussion of the selected texts. Speaking and listening skills are given a high profile. The last two lessons of each unit are allocated to group preparation of a visual/oral presentation of their text to the rest of the class. (PM)

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Key Stage 3
National Strategy

Group Reading at Key Stage 3.

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Key Stage 3
National Strategy

Practice

Curriculum and Standards

Teachers of English

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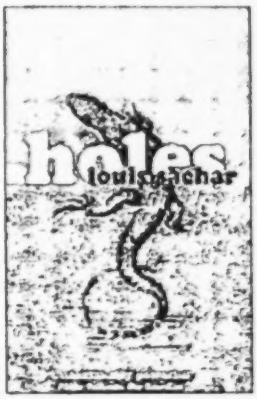
group reading at Key Stage 3

Material to support group and guided reading in Years 7, 8 and 9

The Key Stage 3 National Strategy in partnership with the National Association for the Teaching of English, are pleased to announce publication of a new resource designed to support teachers of English. The resource consists of classroom materials for three short units of work in Years 7, 8 and 9. These are intended to foster and develop independent reading at Key Stage 3.

The lessons use active reading strategies to address specific objectives in the *Framework for teaching English: Years 7, 8 and 9* through small group reading of fiction and drama texts. Detailed support material is provided on the web for five texts in each of Years 7, 8 and 9. This consists of 11 group reading sessions per text, two of which involve teacher-led guided sessions.

The prime focus of each unit is to encourage pupils to engage in active, and interactive reading and discussion of the selected texts. The ultimate aim is to enlarge the scope of pupils' independent reading. Speaking and listening activities are given a high profile. The last two lessons of each unit are allocated to group preparation of a visual/oral presentation of their text to the rest of the class.



Website-based resources

All the materials are available on the websites of the National Association for the Teaching of English (NATE) and the English strand of the Key Stage 3 National Strategy from January 2003.

To access the materials all you need to do is log on to:
Key Stage 3 National Strategy English strand:
www.standards.dfes.gov.uk/keystage3

National Association for the Teaching of English: www.nate.org.uk

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Group reading at Key Stage 3

What is group reading?
Pupils work in small groups, independent of the teacher. Each group shares the reading of a specific text over a series of lessons and undertakes activities related to the text.

Why group reading?
- it provides a bridge between whole class reading and independent reading
- it provides the opportunity to match the level of challenge and motivation to different groups
- pupils have a more active, autonomous role in the process of reading and responding to a text

Guided reading at Key Stage 3

What is guided reading?
The teacher plans and runs a small group session (e.g. 20 minutes) that follows an 'instructional sequence' and involves modelling a key reading skill/strategy targeted at the needs of the group.

Why guided reading?
- it provides a structured reading strategy that pupils can then apply independently
- it allows for valuable responses from peers and teacher in a trusted small group setting
- it enables explicit modelling of how "to behave like a reader"
- it ensures individual assessment and target setting opportunities

The texts

Getting any booklist right for everyone is an impossible job. With that proviso, the following titles have been chosen to provide a variety of challenge and appeal across the Key Stage. Blank versions of the lesson plans are included on the websites. Teachers are invited to devise similar units on a wider selection of texts, including non-fiction, and submit these for publication on the NATE website.

Year 7

Black Harvest (playscript)
Nigel Gray, Collins Educational

Goodnight Mr Tom
Michelle Magorian, Longman

Two Weeks with the Queen
Morris Gleitzman, Puffin/ Collins Educational

The Little Soldier
Bernard Ashley, Orchard Books

Whispers in the Graveyard
Theresa Breslin, Heinemann Education

Year 8

Bretevski Street (playscript)
Lin Coghlan, NATE Publications

Holes
Louis Sachar, Bloomsbury

The Ruby in the Smoke
Philip Pullman, Scholastic Point

Chinese Cinderella
Adeline Yen Mah, Puffin

The Wind Singer
William Nicholson, Mammoth

Year 9

Witch Child
Celia Rees, Bloomsbury

The Tulip Touch
Anne Fine, Puffin

Stone Cold
Robert Swindells, New Windmills

Coram Boy
Jamila Gavin, Mammoth

Tightrope
Gillian Cross, Puffin

N.B. As with any work on fiction and drama, it is of course essential that teachers satisfy themselves that they are comfortable with the issues raised in the texts.

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The lessons

Lesson organisation
The materials are based on:

- a unit of 11 x 60 minute lessons and a class of 30 pupils (teachers will need to adapt this as appropriate)
- we envisage the unit to involve 4-5 weeks' work and to include any timetabled independent reading and library lessons
- the class divided into 5 groups of 5-6 pupils – with each group reading a different text.

Sample lesson

Starter/introduction
15 minutes

Teacher demonstrates a specific reading strategy linked to the Framework objectives and exemplifies it through extracts from the group reading texts.

Group/guided reading
35 minutes

Groups:
Independent shared group reading; task in response to reading, e.g. journal entries (35 mins).

Teacher:
Guided reading session with one group (20 mins).

Wider reading discussions with individuals/pairs (15 mins).

Plenary
10 minutes

One group to exemplify their application of the reading strategy highlighted in the lesson or feedback from each group on what learned with examples from their texts.

Lesson features

- Each lesson has a whole class taught element (starter/introduction)
- Each group will have a teacher-led guided reading session twice in the 11 lesson unit. The guided sessions focus on a particular point in the book and address the specific needs and reading targets of the group.
- It will be useful to involve others in leading the discussions on individual pupils' wider reading choices, e.g. the school librarian to run wider reading taster sessions/author studies; teaching assistants, older students, parents or other keen readers to join groups and act as role models.

group

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The materials

1. Teaching material to download

N.B. To help teachers make adjustments to the units in order to suit their pupils:
- times have been allocated to the reading and the group tasks.
- the material is in both Word and PDF format (Word files can be edited).

Pupils will need:
- **Pupil group reading cards** to support 11 sessions on each book.
- **Reading strategy check-card** for fiction/drama, designed to help pupils reflect on the reading strategies they use.
- **Prompts** for responding to fiction/drama. Questions and reminders that can apply to any text.
- **Medium term plan/overview sheet**.
- **Pupil self-evaluation sheets**.

Teachers will need:
- **Starter/introductions**: a bank of 15 minute sessions each focused on a different reading strategy.
- **Guided reading cards** – 2 detailed guided reading sessions per text.
- Suggestions for **group presentations** on books to support the last two lessons of each unit.
- **Book tasters**: trailers to engage pupils in their group reading books.
- **Medium term plans/overview sheets**.

2. Guidance material on web:

- **Managing group reading**
  Advice on how to set up and support group reading. Includes suggestions on sustaining independent work while running guided reading sessions.
- **Targeted support**
  Refers to existing KS3 National Strategy materials on supporting pupils learning EAL, gifted and talented pupils and pupils whose reading is below national expectations for their age.
- **Guided reading**
  Reminders on the teaching sequence and rationale for guided reading.
- **Reading journal**
  Suggestions for a reading journal format and types of entries.
- **Writing book reviews**
  A teaching sequence to support review writing.
- **Pupil self-evaluation**
  Suggestions for encouraging pupils to reflect on what they have learned and what to target next in their reading.
- **Making the most of the school library**
  Suggestions for drawing on the knowledge and expertise of the school librarian and ensuring pupils see the school library as a regular source and resource.
- **Useful websites**
  A list of websites devoted to encouraging reading for secondary age pupils.
- ***If you liked... then you'll want to try...***
  Teachers and librarians are invited to submit titles of books for this (NATE website only).
- **Blank group reading plans to use with additional texts**
  Teachers are invited to submit these for publication on the NATE website.

A copy of this leaflet has been distributed to every secondary school. Further copies can be downloaded from the websites.

Key Stage 3 National Strategy English strand:
www.standards.dfes.gov.uk/keystage3

National Association for the Teaching of English:
www.nate.org.uk

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